



Center for
Educator Compensation
Reform

Implementation Checklist

*Guide to Implementation:
Resources for Applied Practice*



Educator Compensation Reform Implementation Checklist



The planning and implementation of a performance award program is a complex endeavor, involving many moving parts and relying upon the expertise of individuals from across the full spectrum of organizational departments in a school or district. While visible and consistent leadership is a critical factor to successful planning and implementation efforts, no individual can realistically have the resources or capacity to complete each activity on this checklist. In order for each item on the checklist to be marked in the affirmative, some action must be taken -- action that sometimes is not under the direct guidance of, or undertaken by, the person filling out the checklist. Therefore, it is important for TIF project directors, or performance pay program leaders, to assemble teams of experts with specialized skills across the spectrum of topics to share responsibility for actively considering and acting on each checklist item. A distributed leadership model and team-oriented approach will facilitate stakeholder engagement, help the program develop broad-based institutional support, and increase the likelihood that all of the diverse domains of activity articulated on the checklist are adequately addressed.

This checklist identifies major components of an alternative educator compensation plan and the planning, design, and implementation steps that ideally should be followed. Before launching a new compensation plan at the school or district level, we recommend that schools, districts, and states use this checklist to discuss and decide the following for the performance pay program:

- Who will be involved
- How will decisions be made
- What measurement standards and compensation arrangements will be acceptable
- From where will necessary resources be obtained
- When will major project milestones be completed
- How will formative evaluations take place

A. Overall Plan Components	Yes	No	NA
1. Have you identified a project director who is willing to serve in such a capacity for multiple school years to ensure program development continuity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the designated project director possess sufficient authority, or at least easy and quick access to authority, to make decisions related to budgets, personnel, and processes of associated departments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are individuals at upper levels of district or institutional leadership informed, engaged, and committed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you created a representative compensation reform committee to ensure necessary collaboration with and support from stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you approached this program as part of a comprehensive human capital development strategy and in alignment with core district and school instructional goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you identified several valid and reliable measures to use to assess performance of all teachers and others to be included in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you tested all proposed measures of teacher performance to ensure that they meet the potentially more rigorous requirements of a performance incentive system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you agreed upon type (individual, team/group, whole school) and size of performance awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you determined the amount the new compensation plan will cost per year and over the life of the intended program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you identified sources of funding and secured necessary commitments to promote a sustainable program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you have sufficient capacity in the data infrastructure, assessment, and testing systems to implement and evaluate a compensation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you planned or anticipated changes to the data infrastructure (such as a new student or HR system), the assessments given (such as a change of test date or vendor), or subjects covered that might require changes in the compensation plan or schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are all relevant organizational components aligned, such as Human Resources, Payroll, and Testing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you developed an evaluation design that will provide comprehensive information regarding key goals of the compensation system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Have project staff and leadership agreed to incorporate feedback from the evaluation and to undertake midcourse corrections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you established benchmarks to assess project progress over the near-, middle-, and long-term?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you formulated a comprehensive communication plan for all internal and external stakeholders, including the media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Has your program linked the proposed compensation program, targeted professional development, and support structures to each proposed goal in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Stakeholder Approvals and Engagement		Yes	No	NA
1.	Have you assembled a compensation committee that includes school district officials as well as teachers and others (e.g., principals) whose salaries will be affected by the new plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Have you invited individuals and groups such as the following to serve on the compensation reform committee so that they are active participants in discussions, planning, and decisions from the beginning?			
a.	Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Teachers' union/association representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	A representative group of teachers included in the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Other central office personnel (assessment, HR, research, student services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	School board members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Other community representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	State or municipal officials, if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Communication Plan	Yes	No	NA
1. Have you developed a communication plan that clearly explains to teachers, principals, and others who might be affected by the performance pay plan the criteria that will be used to determine eligibility for a performance award and what they must do to earn one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you developed materials that clearly explain professional development opportunities for teachers and principals desiring to improve their performance so that they can earn a performance award?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. As part of the communications plan, have you developed materials specifically for parents, students, and community members that explain the manner in which the new compensation plan will operate and why the school or district is implementing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your communication plan include steps for informing district-level leadership across the range of departments likely to be involved in some aspect of the compensation plan in general and the pertinent components in detail?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your communication plan include multiple means for distributing information to educators and the public (e.g., brochures, pamphlets, newsletters, town meetings, email alerts, and an updated Web site)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you established a formal process for teachers, principals, and other stakeholders to ask questions and raise concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your communication plan include alternative means by which educators can gather information quickly and easily (e.g., confidential hotline, convenient afterschool drop-in sessions, trained individuals at each school site who can answer questions)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your communication strategy specifically and forcefully address the media (e.g., do you have a plan in place to respond to Freedom of Information requests – both with internal and external constituents)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your communication plan include strategies to sustain the new compensation plan by building support for it among relevant policymakers, the business community, foundations, the public, and other key stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does your proposed new communication plan include targeted activities related to key events in the life cycle of the plan (e.g., program kickoff, specific measures of performance, the payout)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you have a comprehensive communication plan for data quality? A comprehensive data quality communication plan would document how you know that the various data used for collecting and calculating student/teacher performance are accurate, reliable, and valid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Award Structure	Yes	No	NA
1. Have you decided which and how many educator positions will be included (e.g., all classroom teachers, only teachers of core academic subjects, paraprofessionals as well as teachers, assistant principals as well as principals)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you decided who will receive awards, such as individuals, groups, or both?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If you intend to reward groups of teachers, have you determined which groups (e.g., all teachers in the school, all math teachers in the school, all 4th-grade math teachers in the school)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If you intend to reward all teachers or groups of teachers, have you determined how the performance of those who teach non-tested subjects and grades (e.g., preschool, art, music, physical education, 5th-grade science) will be appraised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has the proposed compensation plan excluded any individuals or groups? If so, is there a clear justification that explains why?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you fully understand the financial implications of individual and group awards to be offered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your compensation plan include any noncash awards (e.g., housing incentives, tuition assistance, tax incentives, additional credit toward retirement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you decided whether the new compensation plan will be voluntary or mandatory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you decided whether the new compensation plan can be phased in as new teachers are hired or will it transfer all teachers to the new plan at the same time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Will current teachers be allowed to opt out if they want to remain under the present pay plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Have you included any competitive elements regarding how performance targets are established (e.g., average growth of student achievement in math is in top quartile of participating teachers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will the award structure be directly linked to desired teacher behaviors and student outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Financial Sustainability	Yes	No	NA
1. Have you identified revenue sources to pay for the new compensation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you calculated the maximum cost of the new compensation plan year by year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you decided the frequency and timing of awards (e.g., one-time bonus; permanent increase to base salary; premium for teachers of hard-to-fill subjects in addition to their regular salary; in-kind payment made in the form of goods and services, rather than cash)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you decided whether awards will count toward individual recipients' pensions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you decided how closely to the period of performance awards will be paid?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you specified an agency that will actually pay the awards (e.g., state education agency, school district central office, or community foundation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you purposefully constructed an overall plan to ensure long-term financial sustainability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you have a rational explanation for any differences in reward amounts for classifications of teacher and administrator bonus amounts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you considered the financial costs of improving data quality and the possible addition of assessments in grades and subjects not covered under mandated state tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assessing and maintaining data quality standards require financial resources (e.g., uncovering data quality errors at the school level, administering data quality checks at the school-level). Do you have a plan to account for the additional resources needed to implement and maintain data quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Performance Measures	Yes	No	NA
1. Have you decided the methods you will use in measuring student achievement (e.g., attainment, growth, and value added)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you decided on specific student achievement assessments and rubrics (such as state accountability tests, locally administered assessments, evaluation rubrics, portfolios, and student learning objectives)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you decided whether the new compensation system will use school, grade, or classroom value-added information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mid-year testing substantially increases the difficulty of correctly assigning measures of classroom productivity. Are your high-stakes tests, if used as part of the compensation system, close to the beginning or end of the school year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you identified multiple sources of information that can be used to assess educator performance over time:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Supervisors' judgments (e.g., principals, mentor teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Peers' judgments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you identified teacher and/or principal evaluation instrument(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you developed a plan for initial and ongoing training of individuals who will be using instruments to evaluate teacher and principal performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you determined if the following non-performance-based dimensions to be included in the proposed new compensation system:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Completes specific professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assumes additional roles and responsibilities (e.g., master teacher, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works in a hard-to-staff school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaches hard-to-fill subject or specialization (e.g., math, science, special education, bilingual education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If any of the additional actions above will be rewarded, have you decided how to weight them within the overall compensation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Information Technology Considerations

G1. Decision Support Needs	Yes	No	NA
1. Does your accountability system provide timely data for effective data-based decisionmaking? (For example, are diagnostic test results available in time and in the right subject areas to allow school staff to identify students who need additional support to pass high-stakes tests?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are non-test-based measures sufficiently rigorous to allow building-level staff to collect and monitor key instructional practices and process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are data available at the appropriate level of specificity? For example, does your data system enable you to link students to teachers and subjects taught so that you can identify which teachers to reward when student performance improves? Can you do this at both the elementary and secondary levels?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Have you tested the data quality to the extent that building-level staff trust the system to deliver fair and accurate results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are multiple forms of evidence or data included in any evaluation of performance? Consider the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Value-added measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observational/evaluative ratings of teachers and school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adequacy of classroom resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Portfolios or other examples of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Schools and classroom climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you scheduled sufficient time to ensure reasonable delivery of data as well as rigorous quality control checks before payouts are made?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2. Reporting Application	Yes	No	NA
1. Does your information technology system allow one to go beyond basic compliance reporting and evaluate curriculum effectiveness, success of teacher induction practices, and other significant operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are formal or informal processes in place to identify the data and reporting needs of individuals at varying levels of the organization (e.g., district administrators, school principals, classroom teachers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your data collection design process include capacity for future growth? For example, if there is a need to collect data on teacher practices, such as the extent to which a new curriculum was actually enacted in the classroom, do plans exist for gathering and organizing this data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your school or district have an ability to collect existing data such as student attendance (at the course level) with high frequency and accuracy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performance incentive systems often expose data and/or data quality gaps in existing reports. Does the information technology system development process allow users to define data needs as they arise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G3. Technical Considerations	Yes	No	NA
1. Have you determined which persons and organizational units need information or data access and from where? (Classroom value-added measures, for example, typically require teacher characteristics from HR systems, student demographics from the student information system, and assessment results from the testing office. They may also require data on professional development, licensure, and other teacher data that may be held at the state level or in teacher portfolios.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do your outside vendors have the capacity to be flexible if system modifications are needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G4. Organizational Considerations	Yes	No	NA
1. Are information technology system users an integral part of the design process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do information technology system managers have an evaluation plan with performance targets that will inform them of the effectiveness of the system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have a data dictionary system in place that contains information about the stored data, including details of their meaning; their relationship to other data; and their origin, usage, and format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you have a process in place to capture and incorporate changes to the data dictionary system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the group charged with developing and deploying decision support resources have access to senior decisionmakers in the district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do senior district leaders support the creation of cross-functional teams (e.g., groups that include curricular specialists with information technology and accountability staff)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are any of the data collection and analysis tasks to be contracted out? If so, does the project timeline correspond with the contractor's timeline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Because the data needs of a performance incentive system often cross many organizational lines, there may be unanticipated consequences for departmental units more removed from teaching and learning. Do you have a decisionmaking or a governance system in place to respond to various departmental needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Evaluation

H1. Compliance with the Department of Education

	Yes	No	NA
1. Have you designed the evaluation to ensure Federal regulations and guidelines are being followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you designed the evaluation to provide quality formative feedback for program improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you designed the evaluation to provide rigorous summative outcome data for accountability purposes and to inform stakeholders about important dimensions of program impact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H2. Meeting Standards of Rigorous Program Evaluation

	Yes	No	NA
1. Utility: Does the evaluation inform program improvement processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feasibility: Are the evaluation procedures manageable given the particular program and its context?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Propriety: Have you designed the evaluation to be ethical, legal, and protective of the rights and welfare of involved parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Accuracy: Have you designed the evaluation with emphasis on collecting comprehensive and sound information, effective analysis procedures, and accurate reporting of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H3. Budgetary Considerations

	Yes	No	NA
1. Have you developed the overall program budget to include costs associated with evaluation design?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have evaluation tasks been analyzed to determine cost?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you made allowances for periodic updating of initial evaluation budgets as program leaders respond to reports and update their information requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H4. Selecting Appropriate Evaluation Methodology

	Yes	No	NA
1. Have you weighed the benefits and drawbacks of experimental and nonexperimental designs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you used both quantitative and qualitative methods to evaluate diverse components of the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have a plan in place to ensure the quantitative information in the evaluation will be appropriately and systematically analyzed so that evaluation questions are effectively answered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you have a plan in place to ensure the qualitative information in the evaluation will be appropriately and systematically analyzed so that evaluation questions are effectively answered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H5. Meeting Standards for High-Quality Information Collection	Yes	No	NA
1. Information Scope and Selection: Have you selected information to be collected to address pertinent questions about the program and to be responsive to the needs and interests of various stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rights of Human Subjects: Have you designed and constructed the evaluation to respect and protect the rights and welfare of human subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program Documentation: Have you clearly and accurately described and documented the program being evaluated so that it is clearly identified and clearly communicated to various stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Defensible Information Sources: Are the sources of information used in the evaluation described in enough detail so that you can assess the accuracy of the information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Valid Information: Have you conducted the information gathering and analysis procedures in a manner that will ensure valid results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reliable Information: Have you conducted the information gathering and analysis procedures in a manner that will ensure reliable results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Systematic Information: Have you systematically reviewed the information gathering and analysis procedures to ensure reliability and validity of data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H4. Communicating and Utilizing Findings	Yes	No	NA
1. Have you established an Evaluation Review Panel that includes representatives of the different segments of the evaluation's audience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you engaged stakeholders in critiquing evaluation plans and draft instruments and reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have a system in place to provide opportunities for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Identifying needs of program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helping program leaders assess whether or not the existing budget sufficiently addresses issues found in the evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increasing public understanding and acceptance of a successful program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Planning any necessary follow-up studies to address identified issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you have forums planned (such as an evaluation workshops) that provide stakeholders with opportunities for reviewing and reacting to evaluation plans, draft reports, and other evaluation materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do evaluation reports inform decisionmakers about pathways and choices leading to potential program improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Revised edition, August 2009

The Center for Educator Compensation Reform (CECR) was awarded to Westat — in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin — by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

This work was originally produced in whole or in part by the Center for Educator Compensation Reform (CECR) with funds from the U.S. Department of Education under contract number ED-06-CO-0110. The content does not necessarily reflect the position or policy of CECR or the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by CECR or the federal government.

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